

Integrated Education Workshop

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BACKGROUND

The United States Army Peacekeeping and Stability Operations Institute (PKSOI) co-sponsored the 2nd annual Integrated Education Workshop during 8-10 August 2006 at the Arlington, Virginia campus of George Mason University. With the emergence of peace and stability operations in locations such as Kosovo, Bosnia, Afghanistan, and Iraq, numerous military and civilian institutions have had to adjust their educational curricula and programs to include these new requirements. These institutions cater to a very diverse audience with a variety of missions. Over the past year, many of these organizations have started to collaborate in an effort to make the most efficient use of limited resources and provide a more holistic educational experience to their students. While some variance is necessary due to the wide range of tasks to be accomplished in peace and stability operations, communication between institutions on course content and best practices will help provide the best educational experience possible for students, many of whom will immediately engage in these kinds of operations upon graduation.

“Integrated education” is used to mean educating on a whole-of-government approach to complex contingencies at the operational and strategic level. This workshop targeted those in government (military and civilian), academic institutions, international organizations, non-government organizations, and think tanks who develop and deliver learning about complex contingencies.

Along with PKSOI, the workshop was co-sponsored by the Center for Humanitarian Cooperation, George Mason University Peace Operations Policy Program, National Defense University Interagency Transformation and Education Program (ITEA), the United States Coast Guard Office of Strategic Analysis, and the United States Institute of Peace (USIP). The workshop included representatives from the Department of Defense (DoD), the military services, U.S. government civilian agencies, international organizations, non-governmental organizations (NGOs), academia, policy think tanks, and the private sector.

The conference consisted of a series of individual presentations and collaborative group breakout sessions, with questions and answers throughout to provide for maximum participation from all attendees. The workshop provided the attendees with current information on select

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programs throughout the security, stability, transition and reconstruction operations (SSTR) community, as well as an excellent networking opportunity for the diverse groups represented.

DISCUSSION

This workshop began with the keynote speaker, Dean Rose Likins of the Foreign Service Institute (FSI), delivering her speech on the how the Department of State (DoS) and FSI have been very focused on SSTR for the past two years, and how they stood up the Department of State office of the Coordinator for Reconstruction and Stabilization (S/CRS). Dean Likins highlighted that since its creation, S/CRS has enjoyed great success, including the development of early warning matrices, an essential task matrix, and monthly lessons learned roundtables. Additionally, she highlighted the importance of FSI's educational programs and their pre-deployment training programs for DoS personnel headed overseas.

Dean Likins was followed by Professor Erik Kjonnerod, Director of the Interagency Transformation, Education and Analysis at the National Defense University. He discussed how ITEA had reached over 1,000 students in the past year. The goal, as he stated it, is not to make them better in their individual specialties, but to equip them to better interact within the environment where they encounter partners from different agencies/services who must work towards common objectives.

Dr. Janine Davidson, Office of the Assistant Secretary of Defense, Special Operations Low Intensity Conflict (ASD-SO/LIC), followed this presentation with an update of Department of Defense Directive 3000.05, "Military Support for Stability, Security, Transition, and Reconstruction (SSTR) Operations." She indicated that a six-month report on the progress to date of implementing DoD Directive 3000.05 had been delivered to Secretary of Defense Donald Rumsfeld this past July. She highlighted how important education was in SSTR operations for the coordination of ideas and the opportunity to put theory into practice.

Lieutenant Colonel Greg Hermsmeyer (ASD-SO/LIC) spoke on the challenges of stability operations given the current US Government construct. Successful SSTR operations require multiple government agencies working in concert, an effort which is hampered by various stovepipe approaches. He next outlined a concept named in both DoD Directive 3000.05 and the Quadrennial Defense Review Irregular Warfare (IW) Execution Roadmap – a center of excellence for stability operations and irregular warfare. The proposed SSTR/IW Hub, a concept much smaller than a brick and mortar center, would link together the communities working the same issues and ensure

lessons learned are incorporated into training and education. He said that the two subjects have separate but parallel paths, and can be linked for resources and to work the many areas they have in common. Leveraging existing US Government institutions, the SSTR/IW Hub would utilize the fellowships, education chairs, regional hubs, and foundation funds to accomplish its goals.

Dr. Harvey Langholtz, Director, United Nations Institute for Training and Research/Programme of Correspondence Instruction (UNITAR POCI), made a presentation concerning the need for a central meeting place (not on .mil domain) for SSTR practitioners to interact. He also pointed out that distance SSTR training already exists in the form of standard generic training modules for peacekeeping operations, comprised of 18 separate courses. The courses are modeled on curriculum developed by the Coast Guard and Marine Corps. He suggested that these courses may provide a prototype for the potential education community of practice that would come out of this conference. UNITAR POCI's mission statement emphasizes standard, common, universal, and low-cost training accessible to everyone who is interested.

Mary Ann Zimmerman of S/CRS explained that the development of S/CRS is in direct support of Secretary Rice's Transformational Diplomacy initiative. S/CRS, created from a need realized in operations in Iraq, is comprised of mostly DoD, DoS, and the US Agency for International Development (USAID) personnel with some participation from Treasury, Labor and the CIA. The earliest priorities at S/CRS were interagency staffing and establishment of an active response corps of civilian capacity. S/CRS seeks to build this capacity through learning, and to realize continuous improvement based on lessons learned. Building linkages to the military and other agencies, S/CRS is using the growing knowledge base of lessons learned to build a cadre of government personnel who think differently about conflict and stability planning.

The second day began with a presentation by Mr. Mike Lekson, Director of Training for USIP. Mr. Lekson highlighted some of the many conflict intervention and stability operations projects USIP is currently working, including establishment of the Center for Post-Conflict Peace and Stability Operations (CPPSO). The CPPSO is bringing warring factions together in an attempt to create a civil society in post-conflict areas. USIP's "Filling the Gaps" program solicited retrospective data from Americans who had worked in conflict areas (Bosnia, East Timor, and others). These interviews focused on actions essential to success, how-tos, and best practices. Although this program is not in curriculum format, it is a resource for building curricula and advising the government. USIP disseminates these products to benefit anyone who needs them.

Mr. Lekson was followed by Dr. Allison Frendak-Blume, Academic Director for the George Mason University Peace Operations Policy Program (POPP). Dr. Frendak-Blume shared that the POPP started as a research organization in Fairfax, Virginia working with the Office of the Secretary of Defense (OSD), WorldVision, and others. A series of roundtables was held in 1995, including the Army's Peacekeeping Institute (the

predecessor organization to PKSOI), and teaching of the peacekeeping course began in autumn 1995. Employing two full-time faculty members, the degree program is comprised of 70 students, most of who are in part-time status and also work at agencies and analysis firms. There is a hard requirement for two years of professional experience in the field, much of which is gained through military and NGO service.

Mr. Phil Kearley, Director of Interagency Operations, United States Joint Forces Command / J9, followed Dr. Frendak-Blume. Mr. Kearley spoke on the role of interagency and multinational experimentation in education and training. US Joint Forces Command (JFCOM) is a force provider for the Defense Department, and its J9 Directorate provides experimentation and prototyping for solutions to challenges in military operations. In its work, JFCOM/J9 has repeatedly seen a great lack of understanding between the military and civilian communities about each other's capabilities and limitations. SSTR operations present a worldwide challenge, and accordingly governments around the world are setting up offices to deal with the changing security environment and stability operations.

Dr. Ann Livingstone, Director of Research, Pearson Peacekeeping Centre in Canada discussed three areas of education in which Pearson participates: foundation courses for those thinking of going into peace operations and what they need to know; advanced courses in subjects such as disarmament, demobilization, and reintegration (DDR), negotiations and hostage-taking scenarios; and an exercise program based on a fictitious nation that allows students to learn concepts in a non-threatening environment which they can then apply to real-world situations. Pearson's main training effort is the UN Integrated Mission Staff Officers Course, and it is currently developing a senior level course.

Ms. Sharon McHale, Program Manager for Humanitarian Affairs and Practice, Center of Excellence in Disaster Management and Humanitarian Assistance (CoE-DMHA), discussed how her organization prepares actors for SSTR operations. CoE-DMHA exists by Congressional mandate and trains foreign military and civilian personnel, focusing on the Asia-Pacific region. The Center offers a certificate program in disaster management, which CoE-DMHA is turning into a Master's program at the University of Hawaii. An SSTR course is currently in development.

The final speaker in plenary session was Mr. Jim Castle, Deputy Director of Interagency Coordination for the North American Defense Command/United States Northern Command (USNORTHCOM). Mr. Castle discussed the agency's training and education programs for USNORTHCOM personnel. USNORTHCOM also facilitates education and training at the Department of Homeland Security (DHS) as it stands up the new Departmental functions. DHS has recently appointed a Chief Learning Officer, George Tanner, and a professional development program is currently being designed, bringing together the many courses already offered by the 23 agencies which now comprise DHS. The command's Learning Management System supports the three levels of knowledge required for USNORTHCOM personnel, acquired from both internal

and external sources. A valuable asset in USNORTHCOM's interagency efforts is the Homeland Security/Defense Education Consortium (HSDEC), a network of 175 organizations and educational institutions designed for information-sharing and to encourage cooperation between homeland security education programs. The consortium connects virtually between events such as topical semiannual symposia. Membership requirements and other information are available at <http://hsdec.org>

Over the workshop's three days, five multi-disciplined breakout groups met to discuss and propose recommendations on: identifying best practices, development of a core curriculum, and providing ideas to improve SSTR and Peace Operations education. From those discussions, the groups provided the following ideas. First, to develop a SSTR and Peace Operations "101" and "102" educational models for the beginner and the advanced operator, as well as a model for mission specific senior leader training. Second, the workgroups advocated for an Educational Community of Practice that provides a source for the entire SSTR and Peace Operations community to interact, obtain current information as needed, and identify gaps and overlaps in current education models.

CONCLUSION

PKSOI will continue to support the efforts of the differing agencies within the SSTR community as they work towards the development of educational programs and formats. To that end, PKSOI will take the lead in establishing an educational community of practice (E-COP) that will focus on increasing the quality and coherence of SSTR curricula, better utilizing technology across the SSTR community, and increasing teacher preparation for SSTR courses. PKSOI will strive to further develop this forum to achieve a more comprehensive approach to SSTR education.

This and other PKSOI publications can be found on the USAWC/PKSOI site at <http://www.carlisle.army.mil/usacsl/IPapers.asp>.

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